

RESEARCH PROJECT

EVALUATION OF USACHCS NONRESIDENT DEPARTMENT
IN THE LIGHT OF THE ONE ARMY CONCEPT

by

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FOREWORD

This research project is only one phase of a continual process of the evaluation of the Nonresident Department of the United States Army Chaplain Center and School. This is the first time a questionnaire exploring attitudes and feelings has been sent out to students who are enrolled in the Nonresident Program. The results of this research should not be taken as all inclusive, but rather as indicating the direction of possible change for improving the Program.

I would like to thank the chaplains and staff of the Nonresident Department for the assistance they gave me in this research. Their critical evaluation of the questionnaire items helped in the formation of a valid tool of measurement. The administrative help providing materials, addresses, and the printing was essential in making this project possible; and the endorsement of Chaplain Daniel Saylor by his signature on the cover letter gave the project command authority.

I also would like to thank my family who spent many hours preparing and mailing the questionnaires. There were thousands of items which needed to be tabulated, and my two sons, Jeffrey and Gregory, helped in this process. With the cooperation of these and of all the chaplains who took time to respond to the questionnaire I present this evaluation of the USACHCS Nonresident Department. The inclusion of the three annexes of this paper was approved by the primary instructor of this research project.

INTRODUCTION

The United States Army is going through a process of restructuring its commands and doctrines. These changes are having important impact on the educational requirements of the active duty, reserve, and National Guard chaplains. In order to meet the new requirements of TRADOC, the United States Army Chaplain Center and School is re-evaluating its programs. The purpose of this research project is to evaluate the Nonresident Program of the school. Has the Nonresident Program kept current with the goals of the One Army Concept? Does the training adequately prepare Army chaplains of all components for active duty? Would the reserve and National Guard chaplains be prepared for mobilization as a result of their nonresident training? Does the Chaplain School have a balanced program for active duty and reserve/National Guard chaplains? These are some of the questions the USACHCS staff are asking as they attempt to accomplish the mission of TRADOC. This research project is an attempt to answer these questions and give the nonresident staff some statistical data which might be of help in pointing out certain directions of change.

ONE ARMY CONCEPT

Before one can understand the mission of TRADOC, a basic understanding of the One Army Concept is necessary. One of the basic goals in restructuring the Army was the creation of the One Army Concept. This concept is defined by Lt. Gen. W. R. Peers, Chief of the Office of Reserve Components:

Today, and in the future, the Active Army alone cannot provide the Army's share of a balanced military force that will ensure our nation's survival. Mr. ~~Malvin~~ R. Laird, Secretary of Defense, acknowledged this lack of capability when he made the following statement: "Guard and reserve units and individuals of the Selected Reserves will be prepared to be the initial and primary source for augmentation of the Active Force in any future emergency requiring a rapid and substantial expansion of the Active Forces." This role of the Army Reserve Components takes two forms: to fill the ranks of Active Army units by the addition of trained individuals, and to provide additional combat, combat support, and combat service support units to augment Active Army Forces.¹

The former Secretary of the Army, Robert F. Froehlke, gives further clarification to the One Army Concept when he states the goals of the Army re-organization:

The Army re-organization is designed to improve Army readiness, improve the Reserve and National Guard, improve Reserve Officer Training Corp Program, individual training, and schools.²

From these two statements it can be seen that the direction of the One Army Concept is twofold. It is an effort to utilize all the Army components;

¹W. R. Peers, "The One Army Team," U.S. Army Aviation Digest, (July 1971), p. 1.

²Robert F. Froehkle, "Army Restructures Command Lines," Armed Forces Journal International, (Feb. 1973), p. 14.

i.e., Active Army, Reserves, and National Guard, into a cooperative and prepared force ready to mobilize in a national crisis. At the same time the readiness of this unified force is to be accomplished by improving a balanced training program through the new Army Training and Doctrine Command.

TRADOC is responsible for the development, direction, management, and supervision of the individual training base of the Active Army and Reserve Components.

³U.S., Department of Army, TRADOC News Service, (Headquarters United States Army Training and Doctrine Command, Fort Monroe, Virginia, 17 Aug. 73), Incl. 4.

SCOPE OF THE RESEARCH

The United States Army Chaplain Center and School is under the Command of TriADOC, and has the mission of training chaplains of all Army components. One phase of USACHCS is the Nonresident Department with its various educational programs. Due to the limitation of time this research project will be an evaluation of just one of the many programs. The program which has been selected is the Correspondence Advance Officer Course. This course of instruction was selected because it is representative of the Nonresident Programs, and it has a high enrollment of chaplains from every Army component. Throughout the rest of this paper the Correspondence Advance Officer Course will be referred to as the Correspondence Course.

THE QUESTIONNAIRE

The tool used in evaluating the Correspondence Course was the questionnaire. A ten item questionnaire was sent to 183 active duty chaplains. A breakdown of the 183 chaplains was in two categories; 88 chaplains presently enrolled in the Correspondence Course and 95 chaplains currently in the Resilent Advance Course. A fourteen item questionnaire was sent to 290 reserve and National Guard chaplains presently enrolled in the Correspondence Course. Both of these questionnaires were designed to measure four areas: learning achievement, congruence of chaplains' goals with TRADOC goals, practicality of subcourses, and the validity of the hypothesis that "common subjects" are needed in the curriculum more than "soft skill subjects."

Does the Correspondence Course gender a positive learning process? To measure this learning achievement questions were asked dealing with attitudes and motivations. Educational research has discovered that when motivation is high and attitudes are positive toward a given course of instruction then learning will be maximized.

Motivation is the central factor in the efficient management of the process of learning. Some type of motivation must be present in all learning.⁴

Are the motivational goals of chaplains enrolled in the Correspondence Course congruent with the goals of TRADOC; i.e., to train men of all Army

⁴William A. Kelly, Educational Psychology, (Milwaukee, Wisconsin: The Bruce Publishing Company, 1956), p. 266.

Components to optimally perform their mission on active duty and/or in a national mobilization? The implications of congruency versus non-congruence are vast in terms of curriculum structure and motivational learning.

Are the subcourses offered in the Correspondence Course practical? Do they prepare chaplains adequately to minister on active duty? What are the subcourses that the chaplains feel have no relevance? What subcourses need to have more emphasis? Is the correspondence approach the most feasible way to teach the material? These questions of practicality are essential to evaluate since the goals of TRADOC are mission orientated.

The last area measured deals with a hypothesis concerning the Army "common subjects." Based on the assumption that reserve and National Guard chaplains are keeping current in their professional areas through continual civilian education, the hypothesis is that the majority of subcourses offered in the Correspondence Course should be military "common subjects" and not the "soft skills." At the present time approximately two-thirds of the courses offered are these "common subjects" which are distantly related to the chaplain's basic responsibilities. How do chaplains feel about studying these military subjects? Does he feel his needs are being met? Also, is the assumption that the reserve chaplain is keeping current in the "soft skills" an accurate assumption? Is it correct to assume that the reserve chaplain's major need is in the area of the "common subjects?"

The breakdown of questions dealing with each of these four areas was as follows: First, the active duty questionnaire items 2, 3, 6, and 7 measured learning achievement; items 2, 3, and 6 measured congruency of goals; items 5a,b,c,d, 6, 7, and 8 measured practicality of course; and item 4 measured the hypothesis that "common subjects" are more relevant

than the "soft skills." Secondly, the reserve and National Guard questionnaire items 1, 2, 3, 4, 11, and 12 measured the learning achievement; items 2, 3, and 4 measured congruency; items 4, 6, 8, 9, 13, and 14 measured practicality of course; and items 5, 7, and 10 measured the hypothesis that "common subjects" are more relevant than the "soft skills." Annex B shows a compilation of these items by areas and the statistical findings.

RETURN RESPONSE OF SAMPLE

There was a forty-two percent return response of the questionnaire. This response percentage is significant when considering the following factors. First, research on the design of questionnaires has found that those items which necessitate fill-ins illicit a smaller percentage of returns than simple response items. This fact was taken into account when designing this questionnaire, but it was felt that at the risk of a smaller return the fill-in items were needed for a valid examination of the Correspondence Course. The second factor is the assumption that chaplains who have little interest in the correspondence approach to learning will have such a negative response or apathy to the questionnaire that they will not bother to spend the time required to complete and return it.

Before stating the results of the questionnaire, there is another basic assumption which needs to be stated if the reader is to approach the research data with a proper perspective. This assumption is that the sample of 473 chaplains is representative of the Chaplain Corp, both active duty and reserve components. The question that follows is whether the forty-three percent who responded are representative of the Chaplain Corp as a whole. Based on the assumption that those who have negative feelings or apathy toward the Correspondence Course will not respond to the questionnaire, it might be concluded that the results of the present questionnaire are positively biased. This skewness toward the positive should be kept in mind when conclusions of this evaluation are made.

RESULTS OF QUESTIONNAIRE

The findings of the questionnaire will now be stated. The statistical data is summarized in Annex B. The procedure will be to evaluate the data in each of the four areas measured and then draw up some general conclusions about the Correspondence Course.

The Correspondence Course was felt to be a positive learning experience by sixty-six percent of all Army component chaplains who responded to the questionnaire. However, fifty-four percent of the reserve and National Guard chaplains felt the course was not relevant for their present duty, and fifty-one percent felt that the correspondence method of teaching was not the best technique for education. The motivational response was positive, but the reserve and National Guard chaplains' motivation was in the directions of acquiring points for promotion, retention, and retirement; not for increasing competence. The conclusion is that though the majority of chaplains have a positive attitude which produces positive learning, it is marginal. There is also a need to improve the techniques and the curriculum of the course.

Both active duty chaplains [sixty-six percent] and reserve/National Guard chaplains [sixty-seven] percent felt that the Correspondence Course does prepare chaplains for active duty and future mobilization. It would seem then that there is congruence between the goals of TRADOC and those of the chaplains. However, only eleven percent of reserve/National Guard chaplains felt preparation for mobilization was their primary concern. Fifty-two percent stated their primary goal was the acquiring of points for promotion,

retention, and retirement. Therefore, there is incongruency of goals with the reserve/National Guard chaplains and the goals of TRADOC; and yet the goals of TRADOC are being fulfilled. This might indicate marginal learning with the reserve/National Guard chaplains.

In measuring the practicality of the Correspondence Course three conclusions resulted. First, the active duty chaplains marginally felt that the Correspondence Course was practical. Second, the reserve/National Guard chaplains marginally felt that the Correspondence Course was not practical. The word marginal is used to describe the response because the percentage differences all lie within one-half standard deviation of the fiftieth percentile. Included in this calculation is the significant number of chaplains who did not respond to the items in this section. The third conclusion is that there is confusion of desires with needs by the reserve/National Guard chaplains. The reserve/National Guard chaplains felt that more "soft skill" subcourses should be offered and the "common subjects" be reduced. However, they indicated that their greatest needs were in the areas covered by the "common subjects." In the area of practicality it can be concluded that active duty chaplains are more aware of the needs of their job and feel that the Correspondence Course is helpful. On the other hand, the reserve/National Guard chaplains, who are removed from the real working situation of the military, are more concerned with pastoral skills which influence their attitudes about the curriculum of the Correspondence Course. For a detailed analysis of the practicality of the subcourses refer to Annex B, part C.

The hypothesis that "common subjects" are needed more than the "soft skill subjects", due to the assumption that reserve/National Guard chaplains are keeping current in the "soft skill" areas through continual civilian education was born out in the research. Seventy-three percent of

the active duty chaplains stated that their greatest need when coming on active duty would be in the areas of administration, staff procedures, and other areas covered by the "common subjects." The reserve/National Guard chaplains felt they could handle pastoral responsibilities in the military. Ninety-four percent of the reserve/National Guard chaplains stated they were keeping current with theology and sixty-eight percent are continuing their studies in the "soft skill" areas. This demonstrates the incongruence between interest and needs of chaplains removed from active duty. The chaplains indicated a need for military subjects, but at the same time stated a desire for a reduction of these courses in favor of "soft skill subjects" in which they are presently keeping current. Their desires and needs conflict.

CONCLUSION

The following are the conclusions of this research project. The Correspondence Course is seen as a slightly positive program preparing chaplains of all Army components for future mobilization. It should be kept in mind that due to the fifty-five percent non-response to the questionnaire that these results might have a positive bias reinforcing the conclusion that the Correspondence Course is marginally positive. These marginal positive responses indicate that some changes in the techniques of teaching and curriculum are in order. Active duty chaplains see more relevancy in the Correspondence Course than do reserve/National Guard chaplains due to actual field conditions. If this difference is pointed out to the reserve/National Guard chaplains, it might produce higher motivation and interest in the needed "common subjects." Reserve/National Guard chaplains show incongruity between needs and interests and this incongruity affects their attitude toward the Correspondence Course. Many of the "common subjects" are needed in the curriculum, especially those dealing with administration, organization, and staff procedures. It is felt that a careful study of the details of Annex B will provide some direction in the continual updating of the Correspondence Advance Officer Course. If the assumption is true that the Correspondence Course is representative of the total Nonresident Program, then it can be concluded that the Nonresident Department is marginally fulfilling the requirements of TRADOC.

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ANNEX A
Statistical Assumptions

The usefulness of a tool of measurement is determined by the two statistical concepts of validity and reliability. In this regard two assumptions had to be made. The first assumption is that the questionnaire has a significant degree of validity. Validity means that the tool of measurement does in fact measure what it is designed to measure. There are statistical scientific ways for determining the validity of any tool of measurement. Control data is obtained and from this comes regression weights and multiple correlation scales which test the validity coefficient of the tool. The time limits of this research project prohibited the establishment of these procedures. Therefore, it must be assumed that the validity coefficient is at a significant level to permit the data to be useful for drawing certain useful conclusions.

The second assumption is that the reliability of the questionnaire is statistically significant. Reliability of a tool of measurement is determined by three methods of retesting the same group and testing control groups under different conditions with different variables. Again, the scope of this project did not allow the time or resources for this type of control. The testing of these assumptions would make a good research project for some student in the future.

ANNEX B

Statistical Data of Questionnaire

Compilation of statistical data divided into the four areas of measurement: Learning achievement, congruence between goals of chaplains and TRADOC, practicality of subcourses, and validity of hypothesis that "common subjects" are needed more than "soft skill subjects."

A. Learning achievement: a measurement of attitudes and motivation of chaplains enrolled in the Correspondence Advance Officer Course.

Active Army Chaplains

2. The One Army Concept implies that training is for the purpose of preparing the total Army (AA, AR, & NG) for mobilization. In the light of this philosophy do you feel the Correspondence Program would prepare reserve/National Guard chaplains for an active duty role?

YES 66% NO 33% NO RESPONSE 1%

3. The reason why I am (or have been) enrolled is (was):
36% a. To better equip myself for my present duties.
12% b. To prepare myself for the resident course.
21% c. To meet requirements for retention, retirement and promotion.
4% d. Other reasons.
27% e. No response.

6. For those chaplains who have been involved in the Chaplains Advanced Career Course do you feel it has given you significant assistance in performing your active duty career?

YES 50% NO 6% NO RESPONSE 44%

7. Do you feel that the requirement from the Department of Army for the many Inter-School Subcourses (previously called "Common Subjects") is relevant for the Chaplain Corps?

YES 52% NO 22% NO RESPONSE 25%

Reserve and National Guard Chaplains

1. Are you finding that the Chaplain Officer Advanced Course (E-23) is a positive educational experience?

YES 65% NO 22% NO RESPONSE 13%

2. What is your reason for being enrolled in Course E-23?

36% a. To equip yourself to be a better reserve component chaplain.
11% b. To prepare yourself for future possible mobilization.
52% c. To gain points for retention, retirement, and promotion.
1% d. Other reasons.

3. Do you feel this program gives you adequate training so you could function effectively if recalled in a national emergency?

YES 67% NO 28% NO RESPONSE 5%

4. Do you feel the courses are applicable to your present reserve/National Guard assignment?

YES 40% NO 54% NO RESPONSE 6%

11. Do you feel that under the present conditions of geographical separation that the correspondence approach is the best possible way to train reserve component chaplains?

YES 46% NO 51% NO RESPONSE 3%

12. If the Department of Army dropped the requirements of completing courses for points toward retention, retirement and promotion would you enroll in such courses to increase your effectiveness?

YES 53% NO 26% NO RESPONSE 21%

B. Measurement of the congruence between the goals of chaplains and the goals of TRADOC concerning the Correspondence Course.

Active Army Chaplains

2. The One Army Concept implies that training is for the purpose of preparing the total Army (AA, Ar, & NG) for mobilization. In the light of this philosophy do you feel the Correspondence Program would prepare reserve/National Guard chaplains for an active duty role?

YES 66% NO 33% NO RESPONSE 1%

3. The reason why I am (or have been) enrolled is (was):

36% a. To better equip myself for my present duties.
12% b. To prepare myself for the resident course.
21% c. To meet requirements for retention, retirement and promotion.

4% d. Other reasons.
27% e. No response.

6. For those chaplains who have been involved in the Chaplain Advanced Career Course do you feel it has given you significant assistance in performing your active duty career?

YES 50% NO 6% NO RESPONSE 44%

Reserve and National Guard Chaplains

2. What is your reason for being enrolled in Course E-23?

36% a. To equip yourself to be a better reserve component chaplain.
11% b. To prepare yourself for future possible mobilization.
52% c. To gain points for retention, retirement, and promotion.
2% d. Other reasons.

3. Do you feel this program gives you adequate training so you could function effectively if recalled in a national emergency?

YES 67% NO 28% NO RESPONSE 5%

4. Do you feel the courses are applicable to your present reserve/National Guard assignment?

YES 40% NO 54% NO RESPONSE 6%

C. Measurement of attitude of chaplains concerning the practicality of the subcourses of Correspondence Course. Do the subcourses prepare chaplains for active duty and/or national mobilization?

Active Army Chaplains

5. You are a division chaplain and during a national emergency several reserve/National Guard chaplains have come under you supervision.

a. Do you believe those who have completed the course will be adequately prepared to perform their duties? Rate your beliefs on the scale using 1 as not prepared for duty and 5 as completely prepared for duty.

scale:

1	2	3	4	5
<u>4%</u>	<u>11%</u>	<u>50%</u>	<u>33%</u>	<u>0</u>

b. In what areas do you believe all these reserve/National Guard chaplains will need your supervision and instruction in order to accomplish the mission? (fill in item; the following were the areas suggested)

56% 1. Staff and administration.
25% 2. Field conditions and general active duty values.
4% 3. Ministerial "soft skill" areas.
8% 4. New developments within the military.

c. Are these areas covered by the curriculum of the Correspondence Course?

YES 45%

NO 33%

NO RESPONSE 22%

d. In what areas do you believe those who have completed the course will be more effective? (fill in item; the following were the areas mentioned)

28% 1. Staff, administration, and organization.
22% 2. General military knowledge overall.
12% 3. Theoretical base to build their ministry and duties.
8% 4. Counseling, preaching, other "soft skills."
30% 5. No response.

6. For those chaplains who have been involved in the Chaplains Advanced Career Course do you feel it has given you significant assistance in performing your active duty career?

YES 50%

NO 6%

NO RESPONSE 44%

7. Do you feel that the requirement from the Department of Army for the many Inter-School Subcourses (previously called "common subjects") is relevant for the Chaplain Corps?

YES 53%

NO 22%

NO RESPONSE 25%

Reserve and National Guard Chaplains

4. Do you feel the courses are applicable to your present reserve/National Guard assignment?

YES 40%

NO 54%

NO RESPONSE 6%

5. Do you feel your training through the Advanced Course is enabling you to keep current with your contemporaries who are on active duty? (current with military policies, trends, general life style)

scale: 1 2 3 4 5
13% 23% 38% 14% 7%

8. What would be your greatest concern in terms of job preparedness if you knew that you would be recalled in one month to active duty to serve as a unit or staff chaplain? (fill in item; the following areas were suggested)

15% a. Administration, organization, staff areas.
27% b. General active duty milieu and values.
13% c. Ministerial areas, counseling, other "soft skills."
4% d. Funds.
7% e. Preparation of self, family, others for active duty.
14% f. No response.

9. Has the Correspondence program helped you in the areas you mentioned in item 8?

YES 31%

NO 47%

NO RESPONSE 22%

13. If you had the authority to restructure the curriculum of the Chaplain Advanced Course, what changes would you make? (fill in item; the following are areas mentioned)

45% a. More chaplain related courses ("soft skills") and less of the "common subjects."
18% b. Structure the program so the majority of the work could be done during work shops, on active duty, OJT training.
9% c. More courses related to reserve/National Guard duty.
9% d. Courses emphasizing administrative duties.
5% e. The whole program should be up-dated.
5% f. The educational techniques should be more creative, more stimulating, especially with the "common subjects."
5% g. All the work should be done in residence.

14. Look at the titles of the curriculum and evaluate each in terms of practicality in preparing you for a possible call to active duty. Those courses which have minor relevance mark with a minus sign. If you do not know, place no mark at all. The active duty chaplains had the same item (number 8). The following chart is a summary of the findings.

CHART OF SUB-COURSES

This chart is a break down by percent showing both the positive and negative responses. One * shows positive feeling of practicality, two ** show very positive feelings. One - shows negative feelings of practicality, two -- show very negative feelings and indicate courses that should be re-evaluated. The column indicated by Correlation (C) shows where both AA and R/NG chaplains responded the same about a given course.

SUB COURSES	Correlation of AA With R/NG	Response			Response			
		% of Total	Positive Response	Negative Response	% of Total	Positive Response	Negative Response	
Practicality P/NG or Minus								
Phase I								
265 Civil Disturbances	C	53%	30%	23%	46%	36%	10%	
284 Civil Affairs	C	54%	47%	7%	40%	32%	8%	
227 Division Engineers	C	44%	8%	36%	53%	8%	45%	
258 Military Justice	C	61%	55%	6%	38%	35%	3%	
239 Organization of Brigade and Battalion	C	70%	58%	12%	50%	29%	21%	
246 Military Leadership	C	74%	66%	8%	38%	32%	6%	
299 Survival, Escape & Evasion	C	72%	40%	32%	28%	24%	4%	
204 Effective Writing	-	83%	75%	8%	13%	18%	25%	
223 Human Self-Development	C	73%	65%	8%	37%	31%	6%	
233 Financial Management	-	66%	56%	10%	54%	25%	29%	
210 Methods of Instruction	-	60%	38%	22%	36%	14%	22%	
288 Unconventional Warfare	C	55%	23%	32%	44%	15%	29%	
205 Personal Management	C	71%	53%	18%	46%	26%	20%	
266 Division Military Police	-	37%	22%	15%	49%	14%	35%	
289 Fundamentals of Internal Def/Dev Operations	C	68%	21%	47%	43%	12%	31%	
278 Signal Security	C	61%	21%	40%	43%	8%	35%	
201 Automatic Data Processing	C	76%	21%	55%	71%	6%	55%	
215 Nuclear Weapons Employment Operations R/S Analysis	C	65%	15%	50%	56%	11%	45%	
255 Legal Aspects of Counter-insurgency	C	58%	10%	48%	33%	11%	22%	

CHART OF SUB-COURSES (CONT.)

SUB-COURSES	Correlation of AA With R/NG	Response					
		Total Response	Positive Response	Negative Response	% of Total Response	Positive Response	Negative Response
Practicality Plus of AA							
344 Nonappropriated Funds	C	73%	73%	00%	44%	36%	8%
325 Supply Agencies	-	57%	36%	21%	36%	11%	25%
351 Combat Psychiatry	C	72%	64%	8%	37%	36%	1%
345 Unit POR Processing and Personnel Report System	-	63%	35%	28%	54%	25%	29%
342 Problem Solving and Communication II	C	60%	40%	20%	33%	23%	10%
415 Communist Party, USA	D	58%	23%	35%	31%	13%	18%
PHASE III							
208 Command and Staff Procedure	C	79%	79%	00%	39%	35%	4%
282 Div. Signal Communications	C	51%	21%	38%	47%	3%	44%
209 Div. Maintenance Operation	C	54%	14%	40%	55%	6%	49%
213 Division Artillery	C	67%	21%	46%	48%	6%	42%
261 Medical Support System	C	74%	42%	32%	44%	28%	16%
240 Brigade Command & Control	-	68%	47%	21%	47%	22%	25%
243 Fundamentals of Brigade Com.	C	64%	32%	32%	32%	7%	25%
280 Army Aviation	C	64%	28%	36%	44%	8%	36%
273 Div Support Command Concept	-	59%	38%	21%	39%	15%	24%
241 Inf Brigade & Battalion	-	64%	38%	26%	34%	12%	22%
209 Armored Brigade & Battalion	-	66%	47%	24%	29%	11%	28%
211 Air/Ground Operations	C	54%	22%	32%	42%	10%	32%
PHASE IV							
352 Soviet Union	C	66%	38%	28%	39%	19%	20%
411 Principles of Government	C	67%	47%	20%	37%	20%	17%
405 Effect of Cluture and Mores on Cold War Operations	C	75%	52%	23%	35%	24%	11%
348 Programming and Budgeting	-	79%	73%	6%	32%	14%	18%
413 Refugees and Displaced Pers	C	74%	56%	18%	28%	22%	6%
333 Chaplain & Hospital Patients	C	86%	82%	4%	33%	32%	1%
346 Air Force Operations	C	61%	18%	53%	39%	8%	31%
347 Riot Control	-	78%	38%	40%	37%	21%	16%

CHAPTER 6 SUB-COURSES (CONT.)

Practical
Plus or
Thus

SUB-COURSES	COMPARISON OF 4TH & 5TH % OF 14	ASPIRES		ARMY		RNG		ARMY	
		Positive Response	Negative Response						
PHASE V									
- 242 Intro to Airmobile Ops	C	68%	30%	38%	37%	9%	28%		
- 257 Battalion & Lower Units in Counter-guerrilla Ops	C	03%	28%	35%	37%	8%	29%		
- 274 Div Supply, Services & Transportation Ops	C	70%	28%	42%	37%	7%	30%		
- 203 Div Administrative Ops	-	68%	42%	26%	25%	9%	16%		
- 200 Records Management	-	95%	83%	12%	26%	12%	14%		
- 253 Intelligence	C	51%	21%	30%	29%	13%	16%		
- 264 Physical Training	C	60%	28%	32%	26%	12%	14%		
- 206 Air Defense Operations	C	44%	8%	36%	37%	5%	32%		
- 207 Air Defense of Divisions	C	61%	14%	47%	36%	4%	32%		
- 221 CBR Operations	C	64%	18%	46%	36%	13%	23%		
- 294 Psychological Operations	C	58%	32%	26%	30%	23%	7%		
- 287 The Insurgency Problem	-	57%	21%	30%	27%	14%	13%		
- 270 Organizational Maintenance	C	68%	32%	36%	34%	4%	30%		
- 244 Map Exercises, Rde Ops (Off)	-	66%	38%	28%	43%	11%	32%		
- 245 Map Exercises, Rde Ops (Def)	-	64%	38%	26%	37%	8%	31%		
- 252 Foreign Armies Orientation	-	62%	30%	32%	28%	15%	13%		
PHASE VI									
- 101 Organization of Army Div	-	49%	47%	2%	30%	10%	20%		
- 240 Chaplain Staff Duties-Install, Training Center, & Army	C	79%	72%	7%	30%	29%	1%		
- 341 Status of Forces Agreement and the Chaplain	C	79%	72%	7%	31%	27%	4%		
- 383 Language of Politics	C	53%	32%	21%	22%	12%	10%		
- 431 Case Histories in Civil Afrs	C	56%	35%	21%	26%	14%	12%		
- 349 Human Relations II	C	72%	60%	12%	29%	25%	4%		
- 438 Reviewing Your Writing	-	72%	64%	8%	31%	15%	16%		
- 364 Benefits for Servicemen and Their Families	C	76%	72%	4%	32%	30%	1%		

6. Measurement of the hypothesis that "common subjects" are needed more than the "soft skills" due to the assumptions that reserve and National Guard chaplains are keeping current in the "soft skill" areas through continual civilian education.

Active Duty Chaplains

ii. As a clergymen you ~~had~~ had active duty with a great deal of professional expertise. You have probably discovered, however, that there were areas in the Army context for which you were not adequately prepared. Would you list the areas where you needed special training in order to become an effective chaplain. (fill in item; the following are the areas mentioned)

99% a. Administration, staff, organization.
27% b. Counseling and other "soft skills."
14% c. Army culture and the Army "common subjects."

Reserve and National Guard Chaplains

5. Do you feel you would be able to resolve (or be a helping agent in resolving) racial and human relation problems in the active military community as a result of your civilian training and experience? Rate yourself on scale; five indicating positive end of scale and one indicating the negative end.

scale: 1 2 3 4 5
2% 7% 18% 42% 30%

7. Are you trying to keep current with theological trends by taking advantage of courses, seminars, graduate degree programs, and/or other educational opportunities available through civilian institutions?

YES 94% NO 2% NO RESPONSE 4%

10. Since you have graduated from seminary, have you pursued any studies in the area of counseling, clinical pastoral education, human relations, etc.?

YES 68% NO 30% NO RESPONSE 2%

ANNEX C
Sample Questionnaire



DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY CHAPLAIN CENTER AND SCHOOL
FORT HAMILTON, NEW YORK 11252

ATSC-CID-AWT

Dear Chaplain:

The attached questionnaire is sent to you in response to a need of this division to ascertain the manner in which enrolled students believe their participation contributes to increasing their competence as a Reserve/NG chaplain. Your careful completion of this questionnaire may have positive results for you.

TRADOC is concerned with fulfilling the requirements of the "One Army Concept" in regard to training. We are, therefore, evaluating our correspondence course program in order to determine the adequacy of courses in preparing chaplains of all components to be ready for positive ministries in case of mobilization. The questionnaire is designed to test the motivational and practical needs of chaplains in relation to the correspondence program.

Please fill out the questionnaire and return it in the enclosed envelope by 31 October 1973. It is important that the questionnaires be returned by that date. Please be candid and honest. Your responses will be carefully examined, since we desire to make your training applicable to your needs as well as the needs of the military. You may leave the questionnaire anonymous if you like. It may help us to render a more objective judgement.

Thank you for your time, thoughtfulness, and honesty.

Sincerely,

DANIEL T. SAYLOR
Chaplain (COL) USA
Chief, AWTSD

QUESTIONNAIRE EVALUATION OF CORRESPONDENCE
PHASE OF THE USACHCS

1. Are you finding that the Chaplain Officer Advanced Course (E-23) is a positive educational experience?

YES

NO

2. What is your reason for being enrolled in Course E-23?

- A. To equip yourself to be a better Reserve component chaplain.
- B. To prepare yourself for future possible mobilization.
- C. To gain points for retention, retirement, and promotion.
- D. A combination of the above. If so, rank order of priority.
Place numbers (1,2,3,) in front of letter.
- E. Other reason, state:

3. Do you feel this program gives you adequate training so you could function effectively if recalled in an national emergency?

YES

NO

4. Do you feel the courses are applicable to your present Reserve/NG Assignment?

YES

NO

5. Do you feel you would be able to resolve (or be a helping agent in resolving) racial and human relation problems in the active military community as a result of your civilian training and experience? Rate yourself on scale; 5 indicating positive end of scale and 1 indicating the negative end.

(1 2 3 4 5)

6. Do you feel your training through the Advanced Course is enabling you to keep current with your contemporaries who are on active duty? (current with military policies, trends, general life style)

(1 2 3 4 5)

7. Are you trying to keep current with theological trends by taking advantage of courses, seminars, graduate degree programs, and/or other educational opportunities available through civilian institutions?

YES

NO

8. What would be your greatest concern in terms of job preparedness if you knew that you would be recalled in one month to active duty to serve as a unit or staff chaplain?

9. Has the Correspondence program helped you in the area you just mentioned in item 8?

YES

NO

10. Since you have graduated from seminary, have you pursued any studies in the area of counseling, clinical pastoral education, human relations, etc?

NO

YES

If so, please list subject and date.

11. Do you feel that under the present conditions of geographical separation that the correspondence approach is the best possible way to train Reserve component chaplains?

YES

NO

If no, please comment:

12. If the Department of Army dropped the requirements of completing courses for points toward retention, retirement and promotion would you enroll in such courses to increase your effectiveness.

YES

NO

13. If you had the authority to restructure the curriculum of the Chaplain Officer Advanced Course, what changes would you make?

14. Look at the titles of the curriculum and evaluate each in terms of practicality in preparing you for a possible call to active duty. Those courses which have minor relevance mark with a minus sign. If you do not know, place no mark at all.

15. If you have any other input about the correspondence program, please feel free to send it along with this questionnaire.

QUESTIONNAIRE EVALUATION OF CORRESPONDENCE
PHASE OF THE USACHCS

1. In reference to the Chaplain Officer Advanced Course (E-23)
 - A. I am presently enrolled.
 - B. I have completed the course.
 - C. I have had some subcourses, but presently not enrolled.
 - D. I have never seriously considered enrolling for the E-23 program.
2. The "One Army Concept" implies that training is for the purpose of preparing the total Army (AA, AR, & NG) for mobilization. In the light of this philosophy do you feel the Correspondence Program would prepare Reserve and NG chaplains for an active duty role.

YES
NO Please state why:

Other comments:

3. The reason why I am (or have been) enrolled is (was):
 - A. To better equip myself for my present duties.
 - B. To prepare myself for the resident course.
 - C. To meet requirements for retention, retirement and promotion.
 - D. A combination of the above. If so, rank in order of priorities (place numbers in front of letters).
 - E. Other reason, state:
4. As a clergyman you entered active duty with a great deal of professional expertise. You have probably discovered, however, that there were areas in the army context for which you were not adequately prepared. Would you list the areas where you needed special training in order to become an effective chaplain:
5. You are a Division Chaplain and during a National Emergency several Reserve/NG chaplains have come under your supervision. Some of these chaplains have completed the Career Course through correspondence while others have not yet enrolled in the Course.
 - A. Do you believe those who have completed the course will be adequately prepared to perform their duties. Rate your beliefs on the scale using 1 as not prepared for duty and 5 as completely prepared for duty.

(1 2 3 4 5)
 - B. In what areas do you believe all these Reserve/NG chaplains will need your supervision and instruction in order to accomplish the mission:
 - C. Are these areas covered by the curriculum of the Chaplain Officer Advanced Course? (the next page lists all the subcourses for your reference)

YES
NO
 - D. In what areas do you believe those who have completed the course will be more effective?

6. For those chaplains who have been involved in the Chaplains Advanced Career Course do you feel it has given you significant assistance in performing your active duty career?

YES

NO

OTHER COMMENT:

7. Do you feel that the requirement from the Department of Army for the many Inter School Subcourses (previously called Common Subjects) is relevant for the Chaplain Corps?

YES

NO

If no, please state your recommendation:

8. Look at the titles of the curriculum and evaluate each in terms of practicality in preparing chaplains for active duty (mobilization). Those courses which are practical mark with a plus. Those courses which have minor relevance mark with a minus sign. If you do not know, then place no mark at all.

9. If you have any other input about the correspondence program, please feel free to state it:

SUBCOURSE CURRICULUM OF ADVANCED CHAPLAIN CAREER COURSE

PHASE I	Credit Hours	PHASE IV	Credit Hours
265 Civil Disturbances	3	352 Soviet Union	18
284 Civil Affairs	2	411 Principles of Government	8
227 Division Engineers	2	405 Effect of Culture and Mores on Cold War Operations	2
258 Military Justice	2	348 Programming and Budgeting	2
239 Organization of Brigade and Battalion	3	413 Refugees and Displaced Persons	4
246 Military Leadership	3	333 The Chaplain and Hospital Patients	4
299 Survival, Escape and Evasion	1	346 Air Force Operations	7
204 Effective Writing	2	347 Riot Control	10
223 Human Self-Development	1		
233 Financial Management	1		
210 Methods of Instruction (Effective Speaking)	3		
288 Unconventional Warfare	6	PHASE V	
205 Personnel Management	3	242 Introduction to Airmobile Operations	4
266 Division Military Police	4	237 Battalion and Lower Units in Counterguerrilla Operations	3
289 Fundamentals of Internal Defense/Development Operations	1	274 Division Supply, Service and Transportation Operations	4
278 Signal Security	2	203 Division Administrative Operations	1
201 Automatic Data Processing	1	200 Records Management	2
215 Nuclear Weapons Employment Operations Research/System Analysis	2	253 Intelligence	2
255 Legal Aspects of Counter-insurgency	12	264 Physical Training	3
	1	206 Air Defense Operations	2
PHASE II		207 Air Defense of Division	2
344 Nonappropriated Funds	6	221 CBR Operations	4
325 Supply Agencies Supporting US Army	3	294 Psychological Operations	2
351 Combat Psychiatry	8	287 The Insurgency Problem	3
345 Unit, POR, Processing and Personnel Reporting System	8	270 Organizational Maintenance	6
342 Problem Solving and Communication II	12	244 Map Exercises, Brigade Operation (Offense)	4
415 Communist Party, USA	15	245 Map Exercise, Brg Ops (Defense)	4
		252 Foreign Armies Orientation	2
PHASE III			
208 Command and Staff Procedures	10	PHASE VI	
282 Division Signal Communication	4	101 Organization of Army Divisions	5
269 Division Maintenance Operation	1	343 Chaplain Staff Duties-Installation, Training Center and Army	7
213 Division Artillery	5	341 Status of Forces Agreement and the Chaplain	2
261 Medical Support System	2	383 Language of Politics	2
240 Brigade Command and Control	3	431 Case Histories in Civil Affairs	7
243 Fundamentals of Brigade Combat	4	349 Human Relations II	21
280 Army Aviation	2	438 Reviewing Your Writing	5
273 Division Support Command Concept	2	364 Benefits for Servicemen and Their Families	9
241 Infantry Brigade and Battalion	6		
209 Armored Brigade and Battalion	6		
211 Air/Ground Operations	1		